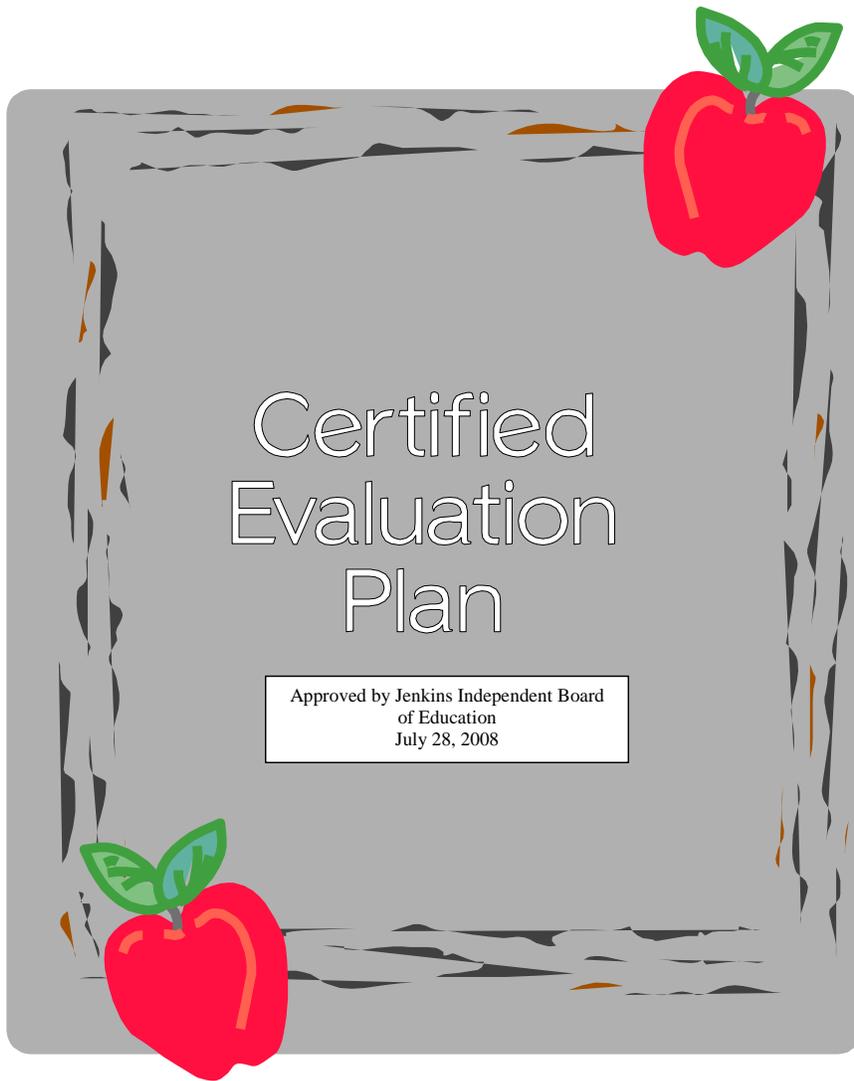


# JENKINS INDEPENDENT SCHOOLS



**Comment [JIS1]:** I can not get these pages to stay fixed....it keeps changing the format and moving things off the pages.....

**Certified Evaluation Committee**  
 Dianne Baker – Administrative Representative  
 Teresa Bentley – Administrative Representative  
 Anita Bolt – Teacher Representative  
 Dana Fleming – Teacher Representative  
 Kathy Kennedy – Teacher Representative  
 Jan Tackett – Administrative Representative – District Contact  
 Azure Wright – Teacher Representative  
 Sherry Wright – Administrative Representative

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**PERSONNEL 3:18**

**PURPOSES**

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

**NOTIFICATION**

All immediate supervisors shall explain to and discuss the evaluation criteria and evaluation process to be used with certified school personnel no later than the end of the first month of reporting for employment for each school year.

**DEVELOPMENT/REVISIONS**

An evaluation system has been developed by an evaluation committee for all certified employees below the level of the superintendent as required for compliance with KRS 156.557 and 704 KAR 3:345. There shall be equal representation of administrators and teachers on the committee.

If a substantive change (i.e. cycle, observation frequency, form or appeal procedure) is made to the evaluation plan to ensure compliance with KRS 156.557 and 704 KAR 3:345, the Jenkins Independent School Board of Education will utilize the evaluation in formulating the needed revisions. The Superintendent shall submit proposed revisions to the evaluation plan to the Board. Upon adoption by the board, the superintendent will submit all revisions to the Kentucky Department of Education for approval.

**CONTACT**

Jenkins Independent School Board of Education designates the Superintendent/Designee as the person responsible for monitoring evaluation training and implementing the evaluation plan.

**EVALUATOR TRAINING**

Each Evaluator shall be trained, tested and certified according to state guidelines.

**EVALUATION RESPONSIBILITY**

The immediate supervisor shall be the primary evaluator for certified staff members.

<b>Board of Education</b>	<b>Superintendent</b>	<b>Principal/Assistant Principal</b>
*Superintendent	Assistant Superintendent	**Teachers
	Instructional Supervisor	Guidance Counselor
	Director of Curriculum	Media Specialist
	Instruction and Assessment	School Secretaries
	Director of Federal Programs	**Instructional Assistants
	Director of Special Education	Custodians
	Director of Pupil Personnel	
	Director of Transportation	
	Director of Technology	
	Director of Food Service	
	Director of Finance/Finance Officer	
	Principals/Assistant Principals	
	FRYSC Director/Coordinator	
	21 <sup>st</sup> Century Coordinator	
	Central Office Clerks/Secretaries	
	Accounts Payable Manager	
	School Nurse	
	Maintenance Personnel, School Secretaries, Bookkeepers, Instructional Assistants, Custodians	

<b>Principal and Director of Pupil Personnel</b>	<b>Principal and Food Service Director</b>	<b>Principal and Transportation Director</b>
Home Hospital Teachers	Cafeteria	Bus Drivers

\*The Jenkins Independent Board of Education shall evaluate the performance of the Superintendent and shall provide opportunities for the professional growth of the Superintendent pursuant to KRS 156.111 and 704 KAR 3:406.

\*\* The District Instructional Leadership Team, which includes all directors that are trained in the Certified Evaluation process, may observe teachers and Instructional Assistants that work directly with students as part of the summative evaluation process but will not serve as the primary evaluator.

## **EVALUATION CYCLE**

**TPA/MAT:** The evaluation of beginning teacher interns and MAT teachers, shall follow the procedures and dates as outlined in The Beginning Teacher Internship Program Handbook (KTIP) / Teacher Performance Assessment (TPA) or whatever process KDE requires for first year teachers. These shall serve as the formative and summative evaluation instruments and shall be placed in the employee's official personnel file.

**NON-TENURED:** Each non-tenured teacher, other than interns/MAT, will be evaluated annually and will be formally observed at least two (2) times during the school year. A pre-observation conference shall be required within five (5) work days prior to a formal observation. A post-observation conference shall occur within (5) working days following the formal observation. Data shall be gathered from multiple sources during the year and shall be presented in the professional portfolio. Additional observations and conferences shall be conducted as needed. The summative evaluation form shall be placed in the employee's official personnel file.

**TENURED:** Tenured teachers shall be formally observed and summatively evaluated a minimum of one (1) time during a three (3) year cycle. A pre-observation conference shall be required within five (5) work days prior to a formal observation. A post-observation conference shall occur within (5) work days following the formal observation. Data shall be gathered from multiple sources during the 3 year cycle and shall be presented in the professional portfolio. Additional observations and conferences shall be conducted as needed. The summative evaluation form shall be placed in the employee's official personnel file.

**ADMINISTRATORS:** Guidance counselors, all school and central office administrators below the superintendent, shall be evaluated annually. A copy of the summative evaluation form shall be placed in the employee's official personnel file. All certified personnel, below the level of the superintendent, shall complete an individual professional growth plan, aligned with the school or district improvement plan and will review the plan a minimum of once per year. Individual professional growth plans shall be placed in the employee's official personnel file.

**SUPERINTENDENT:** Pursuant to KRS 156.111, the Board of Education will determine provisions for assistance for professional growth of the superintendent following each evaluation.

## **EVALUATION PROCESS:**

**Formative Evaluation:** Examples such as, but not limited to, class products, technology logs/sign out sheets, anecdotal records, walkthrough/observations, sign in sheets, lesson plans, assessment notebooks, discussions, committee meetings and minutes, video from surveillance cameras, emails, plan logs, the professional growth plan, professional portfolio, as well as the formative evaluation tool and other information gathered are part of this continuous cycle. Notice shall be given to the certified employee if information and data is gathered outside the formal progress. This phase of the evaluation provides the employee with feedback and suggestions regarding his/her teaching or administrative performance. The evaluatee will be given a copy of the summative evaluation at the end of the conference.

**Summative Evaluation:** The summative evaluation is a summary of, and conclusions from, all evaluation data. During the summative conference, the primary evaluator shall review all the evaluation materials collected during the formative evaluation phase with the teacher and provide the teacher with a copy of the completed evaluation instrument. In this phase, the establishment of an individualized Professional Growth Plan (PGP) that is aligned with specific goals and objectives of the school/district plan shall occur. In addition, the evaluator shall inform the teacher of the teacher's right to submit a written response to be included with the evaluation and/or file an appeal with the District Certified Evaluation Appeals Committee. The summative evaluation, along with any written responses made by the evaluatee, shall become a part of the evaluatee's official personnel file and shall be sent to the superintendent by April 1<sup>st</sup>. The evaluatee will be given a copy of the summative evaluation at the end of the conference.

**Professional Growth Plan:** In an annual conference, all certified staff and the immediate supervisor will agree on a professional growth plan that will lead to improvement in the individual's professionalism and how this improvement will be document in the professional portfolio. The Growth Plan shall be aligned with the school/district improvement plan and the evaluatee's previous summative evaluations. The professional growth plan will be an individualized plan that includes goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator; objectives; a plan for achieving the objectives; and a method for evaluating success. All certified staff members, other than the district superintendent, shall review their personal Professional Growth Plans, at the minimum, annually. The evaluatee will be given a copy of the summative evaluation at the end of this conference.

## **EVALUATION STANDARDS**

The evaluation standards and performance criteria based on the Teachers Standards adopted February, 2008, by the Education Professional Standards Board are used as the basis for teacher formative and summative evaluations. Not all criteria may be discernible during the classroom observation, but all teachers will be cognizant of the expectations of the evaluation play and the necessity to keep a professional portfolio. The performance evaluation and performance criteria for administrators are based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards for school Leaders as adopted in December, 2007, by the National Policy Board for Educational Administration (NPBEA) Education Professional Standards Board.

## **OBSERVATIONS**

All observations shall be conducted openly and materials/information collected during the formative phase of the process shall be made with the full awareness of the individual being evaluated. If requested by a teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialist will be provided. The selection of the third party observer will, if possible, be determined through mutual agreement by the evaluator and evaluatee. A teacher who exercises this option will do so, in writing to the evaluator, by no later than February 15<sup>th</sup> of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee can not agree on the third party observer within five (5) working days of the teacher's written request, the evaluator will select the third party observer.

## **CORRECTIVE ACTION PLAN (CAP)**

The Corrective Action Plan is a systemic approach to provide a team effort with a focus on the teaching/coaching process. The team will be comprised of the building level evaluator (Principal), the Director of Instruction, the Superintendent, in addition to any other certified personnel that can assist with the growth of the certified staff member, and a peer mentor teacher who is appointed by the principal after consultation with the evaluatee. A summative evaluation shall be conducted each year until the identified deficiency has been corrected. In the event the deficiency is not correctable and the evaluatee is a detriment to the school or district, steps may be taken to remove the evaluatee from his/her position.

There are 2 situations in which a corrective action plan shall be developed:

1. If a summative evaluation instrument is marked "Does Not Meet" on any one or more of the standard
  - During the summative conference, the evaluator and evaluatee shall meet and discuss the standard(s) for which the evaluatee was marked "Does Not Meet". During this meeting, recommendations for improvement, specific actions for correcting the deficiencies, and a time frame for future observations and meetings shall be developed.
2. If an immediate change is required in certified staff behavior or practice, even though it is not their scheduled evaluation cycle
  - Immediately following observation of an incident or occurrence that requires an immediate change in evaluatee practice or behavior, the evaluator and evaluatee shall meet and discuss the behavior or performance in need of immediate change. During this meeting, recommendations for improvement, specific actions for correcting the deficiencies, and a time frame for correcting the problem shall be developed.

## **General Guidelines for CAP Process (Instructional Emphasis)**

1. The CAP Team will meet with the evaluatee and collaboratively identify the areas of strengths, as well as target areas for improvement. The Individual Corrective Action Plan will be reviewed/revise. The team can also decide to develop a new PGP if this is more preferable to adding to or revising the CAP. The areas targeted will relate to instructional obstacles that are impeding student learning and achievement.
2. The evaluatee shall be given time to improve his/her performance.
3. The CAP Team will provide resources and ideas in the areas identified for setting professional growth.
4. The evaluatee will conference with the CAP team member after each observation. After each cycle of observations, the CAP Team will jointly confer with the evaluatee concerning progress in the targeted area(s) and determine the timelines for the next cycle of observations.
5. A written summary will be provided the evaluatee at each of the joint conferences.
6. The CAP Team will require a teacher/administrator portfolio that addresses instructional needs and reflects application of ideas in the classroom setting. Samples of quality student work should be included in the teacher portfolio.

## **Due Process Guidelines for CAP**

- A. The evaluator becomes aware that there is a discrepancy/concern and connects how the discrepancy/concern relates to the orderly/efficient operation of a school and/or in improvement in student achievement.
- B. The evaluatee was notified in writing about the discrepancy/concern, and the possible consequences.
- C. A fair and objective evaluation program was used with the evaluatee and included additional assistance to target areas of discrepancy/concern.
- D. Specific data was used to determine and verify the situation.
- E. Results from the process were consistent with the situation.
- F. The evaluatee's previous record was considered and the recommended outcomes are consistent with that afforded other certified employees of the school in similar circumstances.
- G. Guidelines for the CAP Team meetings will be developed and shall be part of the Certified Evaluation process.

APPEALS PROCESS

1. All certified employees, except the superintendent, have the right to a local appeal panel regardless of the rating of the evaluation. The superintendent must make his/her appeal to the Jenkins Independent School Board of Education or through a judicial process.

**2. Appeals Panel:** The District shall annually establish a panel to hear appeals from summative evaluations as required by law. The appeals panel shall consist of three (3) certified employees of the Jenkins Independent School District.

- A. Two (2) panel members will be elected by a vote of certified staff. Each school will inquire about volunteers willing to serve on the appeals committee, if elected. Names of these certified staff members will appear on a ballot. The next two runner-ups will serve as the alternates. This shall occur prior to September 1.
- B. One (1) panel member and one (1) alternate shall be appointed by the Jenkins Independent School Board of Education prior to October 1 of each year.
- C. All terms of panel members and alternates shall be for one (1) year. For elected members, the term will be September 1 through June 30; for the board appointed member/alternate, the term will be October 1 to June 30. Members may be reappointed or reelected.
- D. The chair person of the panel shall be the certified employee appointed by the Board.
- E. No panel member shall serve on any appeal on which he/she was the evaluator, nor any appeal brought by the member's immediate family member. Immediate family is defined as father, mother, brother, sister, uncle, aunt, nephew, niece, grandparent and corresponding in-laws.
- F. No panel member shall serve on any appeal, which has been filed against his/her immediate supervisor.

**3.Guidelines:** Appeal by a certified employee shall meet the following guidelines:

- A. Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel by submitting the required form to the superintendent within five (5) working days of the receipt of the summative evaluation.
- B. The appeals panel will review the appeal application and any documentation supplied by either the evaluator or evaluatee at the time within five (5) days of submission to the superintendent. The panel will set a date and time for a hearing. Both the evaluator and evaluatee will be notified in writing of the date, time and location of the hearing.
- C. The evaluatee has the right to a trial-type hearing. Witnesses shall be sworn in by a person authorized to administer oaths under the statutory law of Kentucky. Witnesses shall be questioned in direct examination, cross examination, redirect examination, and re-cross-examination.
- D. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and present written records which support the summative evaluation.
- E. The Jenkins Independent Board of Education and the District Appeals Committee do not have the statutory authority to issue subpoenas for witnesses. The evaluator and the evaluatee will need to make arrangements to have their witnesses present to testify at the hearing.
- F. The evaluator and/or evaluatee shall submit six (6) copies of any documents and three (3) copies of non-paper/electronic media (video/audio) evidence that the party wants considered by the appeals panel at least five (5) working days prior to the scheduled hearing.
- G. The evaluator and evaluatee shall have the right to receive a copy of all documents submitted to the appeals panel for their review.
- H. The evaluator and evaluatee shall each have the right to the presence of a chosen representative(s) and to present witnesses.
- I. Evaluation appeals hearing shall be closed unless the appellant requests, in writing, an open hearing. If the hearing is closed, only panel members, the evaluatee, the evaluator, legal counsel or representative(s) and the current witness may be present.
- J. The panel shall, at the hearing, consider all written/electronic documentation and (interview)hear the evaluatee, evaluator, and all witnesses.
- K. The Jenkins Independent School District shall provide for a taped report of the proceedings at the appeals hearing.
- L. The panel shall, after hearing both parties and considering all documentation submitted, make a recommendation to the superintendent within fifteen (15) working days from the date the appeal is filed. The superintendent shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25<sup>th</sup> shall be granted without written approval of the Superintendent.
- M. It shall be the responsibility of the superintendent to notify both the evaluator and the evaluatee of the decision.
- N. In appeals where the superintendent was the evaluator, the appeals shall go to the Jenkins Independent School District Board of Education.
- O. All employees shall be made aware of their right to appeal procedural issues to the Kentucky State Board of Education as per 704 KAR 3:345, Section 9 if they feel the district has not implemented the evaluation plan.

<b>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b>	
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
Initial-Level Performance	Advanced-Level Performance
<b>1.1 Communicates concepts, processes, and knowledge.</b>	
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
<b>1.2 Connects content to life experiences of student.</b>	
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
<b>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</b>	
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
<b>1.4 Guides students to understand content from various perspectives.</b>	
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.
<b>1.5 Identifies and addresses students' misconceptions of content.</b>	
Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.
<b>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>	
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
Initial-Level Performance	Advanced-Level Performance
<b>2.1 Develops significant objectives aligned with standards.</b>	
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.
<b>2.2 Uses contextual data to design instruction relevant to students.</b>	
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.
<b>2.3 Plans assessments to guide instruction and measure learning objectives.</b>	
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
<b>2.4 Plans instructional strategies and activities that address learning objectives for all students.</b>	
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
<b>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</b>	
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.
<b>STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b>	
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
Initial-Level Performance	Advanced-Level Performance
<b>3.1 Communicates high expectations.</b>	
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.
<b>3.2 Establishes a positive learning environment.</b>	

Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.
<b>3.3 Values and supports student diversity and addresses individual needs.</b>	
Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.
<b>3.4 Fosters mutual respect between teacher and students and among students.</b>	
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.
<b>3.5 Provides a safe environment for learning.</b>	
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.
<b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b>	
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
Initial-Level Performance	Advanced-Level Performance
<b>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.</b>	
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
<b>4.2 Implements instruction based on diverse student needs and assessment data.</b>	
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.
<b>4.3 Uses time effectively.</b>	
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.
<b>4.4 Uses space and materials effectively.</b>	
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
<b>4.5 Implements and manages instruction in ways that facilitate higher order thinking.</b>	
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.
<b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b>	
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
Initial-Level Performance	Advanced-Level Performance
<b>5.1 Uses pre-assessments.</b>	
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.
<b>5.2 Uses formative assessments.</b>	
Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
<b>5.3 Uses summative assessments.</b>	
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.
<b>5.4 Describes, analyzes, and evaluates student performance data.</b>	
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
<b>5.5 Communicates learning results to students and parents.</b>	

Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.
<b>5.6 Allows opportunity for student self-assessment.</b>	
Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

<b>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b>	
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.	
Initial-Level Performance	Advanced-Level Performance
<b>6.1 Uses available technology to design and plan instruction.</b>	
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.
<b>6.2 Uses available technology to implement instruction that facilitates student learning.</b>	
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.
<b>6.3 Integrates student use of available technology into instruction.</b>	
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.
<b>6.4 Uses available technology to assess and communicate student learning.</b>	
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
<b>6.5 Demonstrates ethical and legal use of technology.</b>	
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

<b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>	
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.	
Initial-Level Performance	Advanced-Level Performance
<b>7.1 Uses data to reflect on and evaluate student learning.</b>	
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.
<b>7.2 Uses data to reflect on and evaluate instructional practice.</b>	
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
<b>7.3 Uses data to reflect on and identify areas for professional growth.</b>	
Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

<b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b>	
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
Initial-Level Performance	Advanced-Level Performance
<b>8.1 Identifies students whose learning could be enhanced by collaboration.</b>	
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.
<b>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</b>	
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.
<b>8.3 Implements planned activities that enhance student learning and engage all parties.</b>	
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.
<b>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</b>	

Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.
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<b>STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b>	
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	
Initial-Level Performance	Advanced-Level Performance
<b>9.1 Self assesses performance relative to Kentucky's Teacher Standards.</b>	
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.
<b>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</b>	
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.
<b>9.3 Designs a professional growth plan that addresses identified priorities.</b>	
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.
<b>9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.</b>	
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.
<b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b>	
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	
<b>10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.</b>	
Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.
<b>10.2 Develops a plan for engaging in leadership activities.</b>	
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.
<b>10.3 Implements a plan for engaging in leadership activities.</b>	
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.
<b>10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.</b>	
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.
<b>10.5 Performance of responsibilities related to assignment, including attendance and punctuality and evaluating results</b>	
Adequately performs responsibilities related to assignment, including attendance and punctuality and evaluating results	Adequately performs responsibilities related to assignment, including attendance and punctuality and evaluating results
<b>10.6 Performs of duties consistent with school, community goals and administrative regulations</b>	
Effectively performs duties consistent with school, community goals and administrative regulations.	Effectively performs duties consistent with school, community goals and administrative regulations.
<b>10.7 Adherence to the Code of Ethics (16 KAR 1:020)</b>	
Adheres to the Code of Ethics (16 KAR 1:020)	Adheres to the Code of Ethics (16 KAR 1:020)

**Jenkins Independent School  
Teacher Data Collection Instrument**

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

**EVALUATEE:** \_\_\_\_\_ **Content Area Grade(s):** \_\_\_\_\_

**EVALUATOR:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Pre-conference Date:** \_\_\_\_\_

**Observation Date & Time:** \_\_\_\_\_

**Post-conference Date:** \_\_\_\_\_

**Formative Phase (Data Collection)**

Certified employees shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.

INTERN/MAT TEACHER	NEW AND EXPERIENCED TEACHERS	
	Non-Tenured	Tenured
Initial Conference & Pre-Conference(s) (Prior to each observation)  1. Who Observes 2. When Observations are to occur 3. Where 4. Unit of study/ lesson plan 5. Other exchange of information	Pre-Observation Conference(s)  1. Who Observes 2. When observations are to occur 3. Where 4. Unit of study/lesson plan 5. Other exchange of information	Pre-Observation Conference(s)  1. Who Observes 2. When Observations are to occur 3. Where 4. Unit of study/lesson plan 5. Other exchange of information
Formative Observations  1. Minimum of three (3) per year when results are satisfactory 2. Prior to each formative conference 3. Uses TPA Form  More observations may occur when results are unsatisfactory.	Formative Observations  1. Minimum of two (2) per year when results are satisfactory 2. Prior to each formative conference  More observations may occur when results are unsatisfactory.	Formative Observations  1. Minimum of one (1) every three (3) year period when results are satisfactory 2. Prior to each formative conference  More observations may occur when results are unsatisfactory.
Formative Conferences (post)  1. Minimum of three (3) per year 2. Intern/intern committee 3. Conference with intern follows observation 4. Open discussion of observation and feedback to teacher regarding performance/products 5. Discuss/establish/revise individual professional growth plan/activities 6. Written reports  More conferences may occur when observation results are unsatisfactory.	Formative Conference (post)  1. Minimum of two (2) per year 2. Evaluator/evaluate 3. Within one (1) work-week following each observation 4. Open discussion of observation and feedback to teacher regarding performances/product 5. Discuss/establish/revise individual professional growth plan activities  More conferences shall occur when observation results are unsatisfactory.	Formative Conference (post)  1. Minimum of one (1) every three (3) year period when results are satisfactory 2. Evaluator/evaluate 3. Within one (1) work-week following each observation 4. Open discussion of observation and feedback to teacher regarding performances/ products 5. Discussion/ establish/revise individual growth plans activities  Multiple conferences shall occur when observation results are unsatisfactory.
Procedures used for interns are stipulated by 704 KAR 20:690 and are for certification purposes only. However, Interns are subject to Jenkins Independent School District evaluation guidelines as stipulated in 704 KAR 3:45		

## Jenkins Independent School

### Pre-Conference Instrument

Teacher: _____
Date of Observation _____ School _____
Subject Observed _____ Type of Classroom _____
Time Beginning _____ Time Ending _____ Length of Observation _____
# Students _____ # IEP's _____ # GSP's _____

CCA Targeted # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_

Major Lesson Content or Unit Study \_\_\_\_\_

Instructional Practices Planned \_\_\_\_\_

Assessment of lesson or culminating performance \_\_\_\_\_

Unique situations or circumstances the observer should be aware \_\_\_\_\_

Other comments/concerns \_\_\_\_\_

Professional Growth Plan Goal \_\_\_\_\_

SIGNATURES	DATE
Evaluator	
Evaluatee	

**Jenkins Independent School  
Teacher Evaluation Instrument**

Teacher: \_\_\_\_\_  
 Date of Observation \_\_\_\_\_ School \_\_\_\_\_ Jenkins Independent Schools  
 Subject Observed \_\_\_\_\_ Type of Classroom \_\_\_\_\_  
 Time Beginning \_\_\_\_\_ Time Ending \_\_\_\_\_ Length of Observation \_\_\_\_\_  
 # Students \_\_\_\_\_ # IEPs \_\_\_\_\_ # GSPs \_\_\_\_\_

**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**  
 Meets \_\_\_\_\_ Needs Growth \_\_\_\_\_ Does Not Meet \_\_\_\_\_

<b>STANDARD 1: DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b> The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.			
	Meets	Needs Growth	Does Not Meet
1.1 Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.			
1.2 Effectively connects content to student's life experiences, including, when appropriate, prior learning in the content area or other content areas.			
1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.			
1.4 Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.			
1.5 Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.			

**Evidence of Meeting Standard from Observation, Product, Portfolio, Post-Conference, etc.:**

**STANDARD 2: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE**

Meets \_\_\_\_ Needs Growth \_\_\_\_ Does Not Meet \_\_\_\_

**STANDARD 2: DESIGNS AND PLANS INSTRUCTION**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 2.1 Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests, and abilities
- 2.2 Plans and designs instruction that is based on significant contextual and pre-assessment data.
- 2.3 Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
- 2.4 Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
- 2.5 Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

	Meets	Needs Growth	Does Not Meet
2.1			
2.2			
2.3			
2.4			
2.5			

**Evidence of Meeting Standard 2 from Observation, Product, Portfolio, Post-Conference, etc.:**

**STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE KNOWLEDGE**

Meets \_\_\_\_ Needs Growth \_\_\_\_ Does Not Meet \_\_\_\_

**STANDARD 3: CREATES AND MAINTAINS LEARNING CLIMATE**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.
- 3.2 Maintains a fair, respectful, and productive classroom environment conducive to learning.
- 3.3 Consistently uses appropriate and responsive instructional strategies that address the needs of all students.
- 3.4 Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.
- 3.5 Maintains a classroom environment that is both emotionally and physically safe for all students.

	Meets	Needs Growth	Does Not Meet
3.1			
3.2			
3.3			
3.4			
3.5			

**Evidence of Meeting Standard 3 from Observation, Product, Portfolio, Post-Conference, etc.:**

**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

Meets \_\_\_\_ Needs Growth \_\_\_\_ Does Not Meet \_\_\_\_

<b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b>			
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Growth Needed	Does Not Meet
4.1 Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.			
4.2 Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.			
4.3 Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.			
4.4 Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.			
4.5 Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.			
<b>Evidence of Meeting Standard 4 from Observation, Product, Portfolio, Post-Conference, etc.:</b>			

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS**

Meets \_\_\_\_ Needs Growth \_\_\_\_ Does Not Meet \_\_\_\_

<b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b>			
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Growth Needed	Does Not Meet
5.1 Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.			
5.2 Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to all students.			
5.3 Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.			
5.4 Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.			
5.5 Clearly communicates to student and parents in a timely manner the evidence of student performance and recommends future actions.			
5.6 Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.			
<b>Evidence of Meeting Standard 5 from Observation, Product, Portfolio, Post-Conference, etc.:</b>			

**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

Meets \_\_\_\_\_ Needs Growth \_\_\_\_\_ Does Not Meet \_\_\_\_\_

**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher uses technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community, and conduct research.

	Meets	Needs Growth	Does Not Meet
6.1 Uses appropriate technology to design and plan instruction that supports and extends learning of all students.			
6.2 Designs and implements research-based, technology-infused instructional strategies to support learning of all students.			
6.3 Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.			
6.4 Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.			
6.5 Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.			

**Evidence of Meeting Standard 6 from Observation, Product, Portfolio, Post-Conference, etc.:**

**STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

Meets \_\_\_\_\_ Needs Growth \_\_\_\_\_ Does Not Meet \_\_\_\_\_

**STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

The teacher reflects on and evaluates specific learning situations and/or programs

	Meets	Needs Growth	Does Not Meet
7.1 Uses formative and summative performance data to determine the learning needs of all students.			
7.2 Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.			
7.3 Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.			

**Evidence of Meeting Standard 7 from Observation, Product, Portfolio, Post-Conference, etc.:**

**STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS**

Meets \_\_\_\_ Needs Growth \_\_\_\_ Does Not Meet \_\_\_\_

<b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b> The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	Meets	Needs Growth	Does Not Meet
8.1 Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.			
8.2 Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.			
8.3 Explains how the collaboration to enhance student learning has been implemented.			
8.4 Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.			
8.5 Demonstrates effective interpersonal, communication, and collaboration skills among peers, students, parents, and others.			

**Evidence of Meeting Standard 8 from Observation, Product, Portfolio, Post-Conference, etc.:**

**STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

Meets \_\_\_\_ Needs Growth \_\_\_\_ Does Not Meet \_\_\_\_

<b>STANDARD 9: EVALUATES TEACHING &amp; IMPLEMENTS PROFESSIONAL DEVELOPMENT</b> The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills, and processes necessary, and implements a professional development plan.	Meets	Needs Growth	Does Not Meet
9.1 Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.			
9.2 Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.			
9.3 Designs a clear, logical professional growth plan that addresses all priority areas.			
9.4 Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.			

**Evidence of Meeting Standard 9 from Observation, Product, Portfolio, Post-Conference, etc.:**

**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

Meets \_\_\_\_ Needs Growth \_\_\_\_ Does Not Meet \_\_\_\_

<b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b> The teacher provides professional leadership within the school community and education profession to improve student learning and well being	Meets	Needs Growth	Does Not Meet
10.1 Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practices, facilitate professional development of colleagues, or advocate positive policy change, and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.			
10.2 Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.			
10.3 Effectively implements the leadership work plan.			
10.4 Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.			
10.5 Adequately performs responsibilities related to assignment, including attendance and punctuality and evaluating results.			
10.6 Effectively performs duties consistent with school, community goals and administrative regulations.			
10.7 Adherence to the Code of Ethics (16 KAR 1:020)			

**Evidence of Meeting Standard 10 from Observation, Product, Portfolio, Post-Conference, etc.:**

Jenkins Independent School  
PROFESSIONAL GROWTH PLAN

Name \_\_\_\_\_ School \_\_\_\_\_

(Must be type written)

Instructional or Administrative Behavior(s):

Strengths:

Weaknesses:

I will improve my professional performance by

My achieving this improvement will be evidenced by

Any documentation to substantiate this plan shall be collected in a professional portfolio by the certified staff member to be submitted to the supervisor during the ending conference.

Professional Growth Plan Developed:

\_\_\_\_\_  
Evaluatee's Signature and Date

\_\_\_\_\_  
Evaluator's Signature and Date

Professional Growth Plan Status:

Achieved \_\_\_\_\_

\*Revised \_\_\_\_\_

Continued \_\_\_\_\_

\*Attach revised copy

\_\_\_\_\_  
Evaluatee's Signature and Date

\_\_\_\_\_  
Evaluator's Signature and Date

**Jenkins Independent School  
Summative Evaluation for Teachers**

To be submitted to the superintendent by April 1<sup>st</sup>. All Non-tenured evaluations; Tenured staff evaluations that have one or more "Does not Meet" ratings; All Corrective Action summative evaluations to be submitted to superintendent by June 30; All Tenured Evaluations that do not have a corrective action plan and did not receive a "Does Not Meet" rating on their summative evaluation

Evaluatee \_\_\_\_\_ Non-Tenured \_\_\_\_\_ Tenured \_\_\_\_\_  
 School \_\_\_\_\_ Grade/Content Area \_\_\_\_\_  
 Evaluator \_\_\_\_\_

	1st	2nd	3rd	4th
Date(s) of Observations				
Date(s) of Conferences				

Teacher Standards	Ratings		
	Meets	*Growth Needed	*Does Not Meet
STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE			
STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION			
STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE			
STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION			
STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS			
STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY			
STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING			
STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS			
STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT			
STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION			
<b>OVERALL RATING</b>			

Evaluatee's Comments:

Evaluator's Comments:

Evaluatee	Evaluator	Employment Recommendation
_____ Agree with Summative Evaluation	_____	_____ Meets teacher standards for re-employment
_____ Disagree with Summative Evaluation		
_____ Signature	_____ Signature	_____ Does not meet teacher standards for re-employment.
_____ Date	_____ Date	_____ Corrective Action Plan initiated.

Opportunities for appeal process at both the local and state level are part of the Jenkins Independent Certified Evaluation Plan. Certified employees must make their appeals to this evaluation within the time frames of KAR 3:345 and the JIS plan.



## **Jenkins Independent School Procedures for Corrective Action Plan**

This plan is to be completed by the employee with assistance from the immediate supervisor

The individual corrective action plan is developed when:

1. An evaluate receives a "Growth Needed" or "Does Not Meet" rating (s) on the summative evaluation or
2. An immediate change is required in teacher behavior.

### **Review Status**

Review summative evaluation

Review most recent professional growth plan

Discuss standards where evaluate receive "Does Not Meet" rating and/or where an immediate change in behavior is required

### **Define Professional Development Stage**

Select the stage that matches the current status of personal professional growth

O/A    Orientation / Awareness

P/A    Preparation / Application

I/M    Implementation / Management

R/I    Refinement / Impact

### **Standard(s) and Objectives**

Identify the standard(s) where evaluate received a "Growth Needed" or "Does Not Meet" rating on the summative evaluation

Identify objectives related to the standards targeted

### **Procedures and Activities for Achieving Objectives**

List the specific activities to be done to accomplish objective(s)

Identify the support personnel that will be needed to assist with activities

### **Appraisal Method and Target Dates**

Identify how progress will be measured concerning objective

Identify target dates for accomplishing activities

### **Provide opportunity for comments by Evaluatee (Employee) and Evaluator (Supervisor)**

**INDIVIDUAL CORRECTIVE ACTION PLAN  
FOR**

\_\_\_\_\_

The Individual Corrective Action Plan is developed when an evaluatee below the level of district superintendent receives a "Does Not Meet" rating on the Summative Evaluation.

Date: \_\_\_\_\_ Work Site: \_\_\_\_\_

Standard # and Description \_\_\_\_\_

---

Present Professional Growth Plan Stage \* \_\_\_\_\_

Growth Objective/Goal \_\_\_\_\_

Procedures and Activities for Achieving Goals and Objectives: \_\_\_\_\_

Appraisal Method and Target Dates: \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_

Individual Corrective Action Plan Developed:
--

_____ Evaluatee's Signature and Date	_____ Evaluator's Signature and Date
---	---

Status: Achieved _____ Continued _____ *Revised _____
---

_____ Evaluatee's Signature and Date	_____ Evaluator's Signature and Date
---	---

\*Orientation/Awareness Preparation/Application Implementation/Management Refinement/Impact  
Attach as many pages as necessary to correct the identified deficiencies.

<b>Stages of Professional Development</b>	<b>Desired Practitioner Outcomes For Training</b>	<b>Appropriate Teaching Strategies &amp; Staff Development Processes For Maximum Growth</b>
<p><b>Orientation /Awareness Stage (O/A)</b></p> <p>Practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.</p>	<p>Be able to describe the general characteristics of the program and the requirements for use.</p> <p>Analyze role in the program based upon program characteristics and requirements and the program's demands on the user and the school.</p> <p>Be able to identify the knowledge/skill needed for program implementation.</p>	<p>Provide information on key concepts</p> <p>Address personal concerns</p> <p>Present exemplars and non Exemplars</p> <p>Define competencies and requirements to implement program</p> <p>Provide opportunities for exploration</p>
<p><b>Preparation/Application Stage (P/A)</b></p> <p>Practitioners develop the skills and processes to begin program implementation.</p>	<p>Develop the knowledge and skills needed for initial implementation of the program.</p> <p>Identify the logistical requirement, necessary resources, and training for initial use of the programs.</p> <p>Analyze existing resources to determine resources which need to be ordered.</p> <p>Organize activities, events, and resources for initial use of the program</p>	<p>Model skills and processes</p> <p>Simulate tasks and processes</p> <p>Provide coaching and feedback</p> <p>Observation of exemplary programs</p>
<p><b>Implementation/Management Stage (I/M)</b></p> <p>Practitioners learn to master the required tasks for implementation of the program in their workplace.</p>	<p>Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of program</p> <p>Analyze own use of program with regard to problems of logistics, management, time, schedules, resources, and student reactions</p> <p>Make appropriate adaptations and/or modifications in program needed to address local managerial and/or logistical issues</p> <p>Develop a knowledge of long term requirements for the use of the program</p>	<p>Mentoring</p> <p>Technical assistance</p> <p>Coaching</p> <p>Networking or resources</p> <p>Visitations of successful programs in operation</p>
<p><b>Refinement/Impact Stage (R/I)</b></p> <p>Practitioners vary the use of practices to achieve maximum impact on student achievement.</p>	<p>Analyze cognitive and affective effects of program on students</p> <p>Develop immediate and long range plans which address possible needed changes in the program to enhance student outcomes</p>	<p>Networking with consultants and other practitioners operating at the impact stage</p> <p>Regional and national sharing conferences</p> <p>Serving as training facilitators to other programs</p>

**Corrective Action Process**

Outcomes of the CAP Process (Instructional Emphasis)

At the conclusion of the CAP process, the team will reach a consensus regarding the progress of the evaluatee and subsequent actions/expectations. The following chart summarizes the three (3) possible outcomes.

OUTCOMES RATING	ACTION
Meets Satisfactory progress has been made	The immediate supervisor will monitor yearly formal observations and evaluations
Growth Needed Improvement still needed	The CAP Team will continue to monitor and evaluate. General guidelines for the CAP process continue to be applicable
Does Not Meet Progress is still not satisfactory	The CAP Team recommends dismissal/demotion proceeding according to the Board Policy.

Guidelines for CAP Team Meetings Related to “Dose Not Meet” Outcome

The following guidelines are for testifying in a hearing or court appearance.

1. Make a total disclosure of the facts- no surprises.
2. Specify only facts that can be supported by documented evidence (ignore hearsay or make believe)
3. Answer what is asked. Don't ramble or elaborate beyond the question asked of you.
4. Listen to the entire question.
5. Think before you speak.
6. Have questions restated or paraphrased, if necessary.
7. Speak for yourself. (Don't guess about what others might think or say).
8. Be truthful and straightforward. (Don't avoid the issues and don't back off or be intimidated. You are a professional).
9. Refer only to the reasons officially stated as cause for termination. (Don't try to make reference to other causes).
10. Be sure you:
  - A. Have a formal, Board adopted evaluation system
  - B. Follow the Corrective Action Plan with the belief that you will help most certified employees.

**Jenkins Independent Schools**  
**Evaluation of Administrators**  
**Educational Leadership Policy Standards: ISLLC 2008**

**Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

- A. Collaboratively develop and implement a shared vision and mission.
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans
- F. Demonstrate professional growth

**Standard 2: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress.
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program
- J. Perform responsibilities related to assignment including attendance and punctuality

**Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

**Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

**Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.**

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling
- F. Adheres to the professional code of ethics ( 16 KAR 1:020)

**Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

## Jenkins Independent School Administrator Evaluation

Administrator \_\_\_\_\_ Position \_\_\_\_\_

Evaluation of Job Performance based on JISD Criteria:

\_\_\_\_\_ Meets Standards      \_\_\_\_\_ Needs Growth      \_\_\_\_\_ Does Not Meet Standards

In narrative form, explain how the administrator demonstrated the following standards:

**Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

**Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

**Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**

**Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

**Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.**

Administrator standards form

**Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluatee's Signature \_\_\_\_\_

\_\_\_\_\_ Agree with evaluation

\_\_\_\_\_ Do not agree with the evaluation

Date \_\_\_\_\_

Administrator standards form



**CODE OF ETHICS  
704 KAR 20:680**

**Section 1: Certified personnel in the Commonwealth:**

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession

TO STUDENTS	TO PARENTS	TO EDUCATION PROFESSION
<ul style="list-style-type: none"> <li>• Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.</li> <li>• Shall respect the constitutional rights of all students.</li> <li>• Shall take reasonable measures to protect the health, safety, and emotional well-being of students.</li> <li>• Shall not use a professional relationship or authority with students for personal advantage.</li> <li>• Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.</li> <li>• Shall not knowingly make false or malicious statements about students or colleagues.</li> <li>• Shall refrain from subjecting students to embarrassment or disparagement.</li> <li>• Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.</li> </ul>	<ul style="list-style-type: none"> <li>• Shall make a responsible effort to communicate to parents information which should be revealed in the interest of the student.</li> <li>• Shall endeavor to understand community cultures and diverse home environments of students.</li> <li>• Shall not knowingly distort or misrepresent facts concerning educational issues.</li> <li>• Shall distinguish between personal views and the views of the employing educational agency.</li> <li>• Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.</li> <li>• Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.</li> <li>• Shall not accept gratuities, gifts, or favors that impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.</li> </ul>	<ul style="list-style-type: none"> <li>• Shall exemplify behaviors which maintain the dignity and integrity of the profession.</li> <li>• Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.</li> <li>• Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.</li> <li>• Shall not use coercive means or give special treatment in order to influence professional decisions.</li> <li>• Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.</li> <li>• Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.</li> </ul>

**704 KAR 3:345. Evaluation guidelines.**

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions. (1) "Administrator" means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

(2) "Conference" means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

(3) "Evaluation" means:

(a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; and

(b) The establishment and monitoring of a professional growth plan.

(4) "Formative evaluation" is defined by KRS 156.557(3)(b)1.

(5) "Indicators" means measurable or observable behaviors and outcomes that demonstrate performance criteria.

(6) "Job category" means a group or class of positions with closely related functions (e.g., principal, coordinator, director).

(7) "Observation" means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

(8) "Other support staff" means certified staff other than teacher or administrator.

(9) "Performance criteria" means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

(10) "Position" means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

(11) "Professional growth plan" means an individualized plan that includes:

(a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;

(b) Objectives, a plan for achieving the objectives, and a method for evaluating success; and

(c) Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and

(d) Identification of school and district resources within available funds to accomplish the goals.

(12) "Standards of performance" means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

(13) "Summative evaluation" is defined by KRS 156.557(3)(b)2.

(14) "Teacher" means a certified staff person who directly instructs students.

Section 2. Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4. (1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.

(i) Summative evaluation shall occur annually for an administrator.

(j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.

(l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

(m) A copy of the evaluation shall be provided to the evaluatee.

Section 5. (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

(2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

(3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and postconferences may be used at the discretion of the local district.

Section 6. (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.

(2) Training shall:

(a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;

(b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;

(c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and

(d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

(3) Testing shall:

(a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and

(b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.

(5)(a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

(b) This training shall be in any one, or a combination, of the following skill areas:

1. Use of the local evaluation process;

2. Identification of effective teaching and management practices;

3. Effective observation and conferencing techniques;

4. Establishing and assisting with certified employee professional growth plans;

5. Summative evaluation techniques; or

6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

(6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Section 7. For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

(1) Right to a hearing as to every appeal;

(2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and

(3) Right to presence of evaluatee's chosen representative.

Section 8. (1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.

(2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.

(3) Examples of substantive change shall include a change in:

(a) Cycle;

(b) Observation frequency;

(c) A form; or

(d) An appeal procedure.

(4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

**156.557 Standards for improving performance of certified school personnel --  
Criteria for evaluation -- Content of programs -- Administrative regulations --  
Waiver for alternative plan -- Appeals -- Exemptions -- Review of evaluation systems  
-- Assistance to improve evaluation systems.**

1. The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.
2. The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:
  - a. Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
  - b. Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
  - c. Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
  - d. Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
  - e. Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
  - f. Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
  - g. Demonstration of the effective use of resources, including technology;
  - h. Demonstration of professional growth;
  - i. Adherence to the professional code of ethics; and
  - j. Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.
3. The certified employee evaluation programs shall contain the following provisions:
  - a. Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.
  - b. The local evaluation system shall include formative evaluation and summative evaluation.
    - i. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
    - ii. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:
      1. Occur at the end of an evaluation cycle; and

2. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.
- c. The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:
- i. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
  - ii. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
  - iii. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
  - iv. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
  - v. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and
  - vi. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.
4. A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:
- a. Phase One: Evaluation for Professional Growth.
    - i. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and
    - ii. Evaluation does not include documentation that might adversely affect employment status.
  - b. Phase Two: Transition.
    - i. Evaluation is for the purpose of intensive scrutiny of job performance;

- ii. Evaluation includes documentation that may lead to adverse employment decisions;
  - iii. Assistance and support for improvement shall be provided by the school district; and
  - iv. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.
- c. Phase Three: Evaluation for Deficiency.
- i. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;
  - ii. A clear time frame for proposed actions is provided the employee; and
  - iii. The summative evaluation is subject to appeal.
- An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.
5. The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.
  6. The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.
  7. Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.
  8. Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.
  9. Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained

personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

**Effective:** July 14, 2000

**History:** Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.